

Missouri Department of Elementary and Secondary Education
Division of Special Education

PROBING QUESTIONS

Purpose: These questions are intended to assist a district while looking at and drilling down their data.

Essential Question #4: Are parents and students supported within Special Education?

Data Review Questions

- Do all parents of students with disabilities feel that the district facilitated their involvement as a means of improving services and results for their children? What do data from the MSIP Parent AQ indicate? How do the responses from parent of students with disabilities compare to that of all parents?
- What other data are collected about parent involvement? What kind of information would help inform the district about the level of parent involvement? Should the district collect other information that is currently not being collected?

Professional Development Questions

- How is parent input used to determine what information and/or training is needed and/or desired to assist them in understanding and working with their student with a disability?

File Review Questions

- Do the results of file reviews indicate areas where improvement/correction is needed?

Parental Involvement (Promotion and Support) Questions

- What parental involvement activities occur in your public agency? What is the level of participation of parents of students with disabilities?

Teams/Councils/Committees

- ☐ Building level family Involvement teams
- ☐ Special Education Parent Advisory Council
- ☐ Membership of parents of students with disabilities on other parent advisory councils
- ☐ Committee involvement
- ☐ IEP meeting facilitation

Resources Offered

- ☐ Parent Library/Resource Center
- ☐ Website
- ☐ Newsletter
- ☐ Student Handbook

Parent Trainings

Essential Question #4: Are parents and students supported within Special Education?

- ☐ Trainings related to understanding assessment
- ☐ Trainings related to teaching
- ☐ Trainings related to effective parenting skills
- ☐ Other trainings

Other Events

- ☐ Family participation events (i.e., activity nights, open house)
- ☐ Other parent activities
- ☐ Volunteering
- ☐ Hosting/sponsoring support groups

Which of these are most effective? Why?

Public Agency's Efforts to Promote Meaningful Two-Way Communication with Families

- What are the methods used by the public agency for informing parents of student progress and how does the public agency ensure these methods are accessible to all families?
- How does the public agency ensure that parent/teacher conferences are held for each student at least once a year?
- How does the public agency ensure that family questions and concerns regarding the education of their children are received and appropriately addressed?
- How does the public agency determine what educational and vocational goals are most important to the families of students with disabilities?

Public Agency's Efforts to Promote and Support Responsible Parenting

- How does the public agency support families in creating a home environment that supports student learning and safety?

Public Agency's Efforts to Support Active Family Participation in the Learning Process

- How does the public agency support the involvement of all parents in student learning at school?
- How does the public agency support the involvement of all parents in student learning at home?
- How does the public agency identify and support parents who may need assistance to fully participate in their child's educational process?

Public Agency's Efforts to Create a Safe and Open School Environment

- How does the public agency ensure that all families understand the policies that govern school and classroom visitation?
- What efforts has the public agency undertaken to create a welcoming and open school environment for student families?

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Public Agency's Efforts to Encourage Family Support and Assistance for School Programs

- How does the public agency recruit and support family volunteers?
- How does the public agency train and prepare family volunteers?
- How does the public agency evaluate the effectiveness of family volunteers in improving services for and the educational achievement of students with disabilities?

Public Agency's Efforts to Include Family Members as Full Partners in Decisions that affect Students and Families

- How does the public agency ensure that family member's full participation in the IEP process is respected and encouraged by all public agency staff?
- How does the public agency ensure that families understand the results and consequences of state and district assessments?

Public Agency's Efforts to Use Available Community Resources to Strengthen and Promote School Programs, Family Practices, and the Achievement of Students

- How does the public agency acquire and disseminate current information about community resources that can assist families in creating a home environment conducive to learning for students with disabilities?
- How does the public agency access non-monetary community resources for the purpose of strengthening school programs for students with disabilities?
- In what ways are the families of students with disabilities asked to contribute to the improvement of educational services offered by the public agency? How does the public agency ensure family involvement at all building levels?
- In what ways has the district's Special Education Parent Advisory Council contributed to the improvement of educational services offered by the public agency?
- Does the public agency have building level special education parent advisory teams or councils? If yes, what are the activities of these teams/councils and the frequency of their meetings? What changes in the agency's special education programs have occurred as a result of input from these teams/councils?
- How often and what percent of parents of students with disabilities are participating in parent-teacher meetings? How do these numbers compare to the parents of all students?

*Includes questions related to SPP Indicator 8